**Lesson Plan -** **American History**

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| **Course: American History** | **Unit 3 – Industrialization** | **Instructor: McDonald / Schmitt** |

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| **Objective:** Students will understand how industrialization changed America | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.1.6.3](http://connected.mcgraw-hill.com/ssh/DA1BDB64-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [MA.912.A.2.2](http://connected.mcgraw-hill.com/ssh/0D25023C-C6DC-11DB-ABAF-F681ADECFD11), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.2](http://connected.mcgraw-hill.com/ssh/AF365A92-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.9](http://connected.mcgraw-hill.com/ssh/AF3930B4-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.10](http://connected.mcgraw-hill.com/ssh/AF399400-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.12](http://connected.mcgraw-hill.com/ssh/AF3A5C96-CCB8-11DD-A7C8-69619DFF4B22) ( Common Core - RH 1,11-12 RH 2,11-12 RH 3,11-12 RH 4,11-12 RH 9,11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** How did Industrialization help to shape the America we live in today? | | |
| **Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Union, JD Rockefeller, Andrew Carnegie, Marx, Vertical and horizontal integration, IWW, Samuel Gompers | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  Quick write activity: Do you have any last questions before the test? Teacher will circulate as students decide if they need help on a particular issue. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will answer any questions students have about the upcoming exam and then give students time to review their notes and work together to study for the test. This time will also be used to verify any information students have about areas of concern. | **Time**  **20** |
| **Student Work Period:**  Students will take the Unit 3 exam. Test will include multiple choice, primary source analysis and short response questions. Students will work independently. Teacher will rotate around the room to make sure students are on task and focused on their work. If class finishes early there will be a discussion about the exam and current events. Students may begin to preview the next unit. | **Time**  **45** | **Scripted Higher Order Questions**   * **What made it difficult for union workers to create large industrial unions?** * **How were the new industrial unions different from the older trade unions?** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** Preview next chapter / Primary Source Activity | **Time**  **10** | **Reflection on Lesson** | |

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  Ali Aguilar, Vanessa Alfonso, Michael Durrence, Emily Wade, Patrick Frazier, Tyrone McDonald, Paco Morales, Natasha Nielson, Nicholas Roberts  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s):  Chelsey Beck, Justin Bond, Zach Berning, John Robertson, Abigal Rutt, Zan Fuller, Jessica Watkins |